

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Dr. Charlynn Hopkins Ed.D.

Official School Name: Long Neck Elementary School

School Mailing Address: 26064 School Lane
 Millsboro, DE 19966-0902

County: Sussex State School Code Number: 36690

Telephone: (302) 945-6200 E-mail: chopkins@irsd.k12.de.us
Fax: (302) 945-6203 Web URL: www.edline.net/pages/Long_Neck_Elementary_School

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Susan Bunting Superintendent e-mail: sbunting@irsd.k12.de.us

District Name: Indian River District Phone: (302) 436-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Charles Bireley

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11DE1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 8 Elementary schools
(per district designation) 4 Middle/Junior high schools
2 High schools
1 K-12 schools
15 Total schools in district
2. District per-pupil expenditure: 10106

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	15	9	24		6	0	0	0
K	48	53	101		7	0	0	0
1	56	49	105		8	0	0	0
2	57	40	97		9	0	0	0
3	60	48	108		10	0	0	0
4	42	49	91		11	0	0	0
5	54	43	97		12	0	0	0
Total in Applying School:								623

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
1 % Asian
14 % Black or African American
12 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
64 % White
7 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 15%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	49
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	44
(3)	Total of all transferred students [sum of rows (1) and (2)].	93
(4)	Total number of students in the school as of October 1, 2009	623
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent limited English proficient students in the school: 4%
 Total number of limited English proficient students in the school: 24
 Number of languages represented, not including English: 2
 Specify languages:

Russian / Spanish

9. Percent of students eligible for free/reduced-priced meals: 69%
 Total number of students who qualify: 431

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%
 Total number of students served: 89

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>45</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>24</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>14</u>	<u>1</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff	<u>13</u>	<u>4</u>
Total number	<u>65</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 15:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	97%	95%	95%
Daily teacher attendance	94%	92%	93%	94%	93%
Teacher turnover rate	0%	2%	4%	0%	7%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Long Neck Elementary is a community school where parents, teachers, administrators, support staff, and community members collaborate for the benefit of all students. Long Neck Elementary School (LNES) is located in the rural town of Millsboro, Delaware. It is one of eight elementary schools in the Indian River School District. The school has a total student population of 623 students in grades PreK–5. The racial composition of the diverse student body includes 64% Caucasian, 14% African American, 12% Hispanic, 2% American Indian and 1% Asian. LNES houses a large portion of low socio economic students with 69% of the student population receiving free or reduced meals. LNES also houses an Intensive Learning Center along with the other special education services. Regardless of their limitations, all students are instructed in the district standards-based curricula and all students at LNES succeed.

Long Neck Elementary School's goals include having all students meet or exceed the state standards in all academic areas, providing professional development for instructional staff, increasing the availability of technology to enhance learning and instruction, creating a professional learning community, and finally, increasing parental and community involvement opportunities. Much of LNES's success has come from the school's philosophy that all students can and will learn. In its commitment to reach all of the school's students, the staff of LNES implemented several programs that are designed to meet the needs of LNES's students. At the forefront of the initiatives is an imaginative and ingenious master schedule. The staff of LNES created and implemented a master schedule that addressed the individual needs of all of its students. This systematic approach to address the students' individual needs provided daily small group instruction in reading and math for every student in the school. As a result, the struggling students received remedial instruction and previewing and the on-grade level students were granted the opportunity to extend and refine their knowledge. The students thrived in this culture that fostered each student's individual needs. In addition to individualized instruction, the schedule provided every grade level with a common planning time and each grade level with an additional planning period to meet as a Professional Learning Community (PLC) each week. This schedule has been the catalyst for LNES's success.

At Long Neck Elementary School, the philosophy that all students can and will learn not only resonates throughout the staff and students but it also echoes throughout the school community. This is headed by our Parent Teacher Organization (PTO). Our active PTO provides a vehicle for parents and community members to support the school's programs. Our PTO provides funding for student activities, classroom supplies, and parental training/education. Our annual "Math and Literacy Night" is one example of our PTO's involvement. During this night, classroom teachers provide information to the parents about the school curricula. Parents and community members also partner with the school via classroom volunteer opportunities, the school's "adopt a class" program, school movie nights, a yearly community festival, and numerous other school/community events. The students at LNES also benefit from a large mentoring program. The LNES mentoring program is comprised of over 80 mentors. These mentors meet weekly with students and provide both academic and social assistance.

Long Neck Elementary School is unique. In spite of our size (student population), our school has created a nurturing learning environment for students. This has also led to the development of a professional learning community where teachers work closely together, both within and across grade levels, to promote learning. Instructional staff members participate in numerous learning-focused professional development activities, which enable them to provide our students with instructional strategies that are sound and research-based. Our School Improvement Committee, which consists of staff, parents, and community members, identifies and allocates resources to enhance achievement for all students. Since 69% of our student population comes from homes with low incomes the school qualifies as a Title I school. The combined efforts of the students, parents, community, and staff along with our students' achievements have been recognized as closing the achievement gap.

Despite what many would consider to be a challenging student population, Long Neck Elementary School has exceeded the national and state expectations. Because of this, Long Neck Elementary has been named a National Distinguished Title I School and a State of Delaware “Superior School.” In addition, LNES was named a “Superstar in Education” by the Delaware Chamber of Commerce, was named a Positive Behavior “Star School” by the Delaware Department of Education, and received the State of Delaware “Excellence Grant.” The key to Long Neck Elementary School’s success is and continues to be the dedication of the parents, students, staff, and community members. Working together as a team to meet the needs of our children is the cornerstone for success at Long Neck Elementary School.

1. Assessment Results:

The staff of Long Neck Elementary School uses multiple indicators to track student growth and the gains of various student populations and to gauge overall academic success of the school. Student progress toward the state standards is monitored using a variety of measures, including performance assessment, portfolio and norm-referenced testing.

Although we use multiple measures, the Delaware Student Testing Program (DSTP) serves as our primary indicator of student progress toward the state standards. This test is administered annually and includes grades 2 through 10. The data presented for our school will focus on grades 3 and 5, as these grade levels are the required reporting levels for the state of Delaware.

The DSTP assesses reading using literary, informative, and technical texts. Students are required to demonstrate understanding of the text by completing multiple choice, short answer, and extended response questions. The percentage of 3rd grade students at LNES who have met or exceeded the reading standard has increased from 69% to 94% between 1999 and 2010. Likewise, significant improvement is evident in the range of 5th graders meeting and exceeding the standard from 68% in 1999 to 95% in 2010. Nationally normed data also reflect reading gains for the six-year period. On the Stanford Achievement Test Reading Comprehension subtest from 1999 to 2010 those students with a NCE above the 50th percentile score has risen from 55% to 90% in grade 3 and from 56% to 91% in grade 5.

In the mathematics portion of the DSTP, the students are required to demonstrate key concepts by solving “real-life” problems. In 1999, only 67% of the school’s 3rd graders met or exceeded the standard in mathematics. In 2010, that percentage had increased to 97%. In 1999, only 65% of the 5th graders were meeting or exceeding the standard, as compared to 97% in 2010. On the Stanford Achievement Test Math subtest from 1999 to 2010 students with a NCE above the 50th percentile score has risen from 57% to 91% in grade 3 and from 60% to 96% in grade 5.

The data in a small school is impeded by the concern for statistical significance. Our student population in a grade level ranges from 24 students in Pre-Kindergarten to 108 students in third grade. Looking at our data, one realizes that there are fluctuations in population numbers that make it more difficult to track every group over a longitudinal span. However, looking at the disaggregated data that is significant, a pattern is easy to discern. LNES’s at risk populations are making gains. In reading, our third grade low-income students steadily came from 68% in 1999, as compared to 94% meeting the standard in 2010. In reading our fifth grade low income students went from 51% in 1999, as compared to 95% meeting the standard in 2010.

All disaggregated populations of math students made gains. In third grade our low-income students grew from a 62% meeting the math standard in 1999 to 97% meeting it in 2010. In fifth grade the percentage of our low-income students meeting the standard increased from 60% in 1999 to 95% in 2010. In addition to our low income students, LNES has set a focus on increasing the achievement of our African American students. Our third grade African Americans steadily rose from only 53% meeting or exceeding the standard in 1999 to an amazing 100% meeting or exceeding in 2010. Our African American fifth grade students have made progress moving from 47% meeting the standard in 1999 to 93% meeting the standard in 2010. Our goal is to move all students in these populations to meeting or exceeding the standards. We have met the goal in 3rd grade reading and feel we are well on the way to meeting this goal in the other areas.

A look at our data makes one realize LNES's school culture embraces all children. Our results demonstrate high expectations and a standards-based philosophy. Our staff takes great pride in our students' achievement. This focus on success was recognized by the State of Delaware when Long Neck Elementary received a Superior School Award based on Delaware School Accountability Ratings from 2003 through 2010.

2. Using Assessment Results:

Assessment data is the catalyst for problem solving and decision-making at LNES. "Data Day" is a school-wide in-service event, which compels LNES staff to examine the evidence of student progress. Every June, the staff spends a day analyzing DSTP data that are released in May. These results are compared to in house assessments and report card grades. Professional reflection focused on the following: Where are our students? What are their strengths? What are their weaknesses? What are individual and group instructional needs? What does the disaggregated data imply? Are we meeting the instructional needs of all student populations? Are the in-house assessments and report card grades aligned with the state standards? This analysis of data has led to school-wide, grade level, and individual teacher goals focusing on reading and math instruction as well as better alignment of assessments and grading practices with the content standards. Grade levels articulate expectations about reading and math in relation to the state standards. Enhancing reading and math skills and the need for additional training in these areas have become goals for staff development. Professional development is designed to meet the needs specified in these analyses. In addition, it was determined that additional instructional time needed to be allocated to reading and math with better integration into content areas.

Throughout the school year, data collection and analysis is continued more informally at regular Professional Learning Community (PLC) meetings as teachers examine students' daily progress. Quarterly assessments, reading tests, math unit assessments, and writing assessments are benchmarks to determine the direction of instruction. This data is shared at PLC meetings and achievement meetings which are held every six weeks. Other more formal measures of student progress are used to look for trends and to determine the degree to which students are achieving the standards. They include: DIBELS Testing, The Star Reading Test, The Star Math test, Computer Curriculum Corporation (CCC), and the Work Sampling Portfolio for PK, K and 1. Data is disaggregated and analyzed with consideration of needs for students, curriculum, instructional strategies, teacher support, and instructional time.

3. Communicating Assessment Results:

LNES communicates student performance, including assessment data, to parents, students, and the community in a variety of ways. One of the school's goals reads, "All students will meet or exceed the state standards." Subsequently, progress toward that goal is measured and shared with the public through the school's monthly newsletter, school website, phone call system, and the local newspaper. The latter not only publishes results and features news articles about growth between the current year and the previous year, but also compares LNES to schools throughout the state. Moreover, student performance data is presented during public session to the Board of Education in late summer. Delaware Student Testing Program results are shared with both parents and students. Parents are urged to contact their child's teacher with questions. Additionally, the school annually presents achievement data to parents at "Open House" in late August, at a fall PTO meeting, family literacy night, and during parent conferences. School staff members share results at community meetings. The LNES school profile is annually distributed to parents and is available to the community. The school's monthly newsletter provides student performance details, and the school's website also contains information about testing results. LNES's School Improvement Committee, which is comprised of parents, community members, and staff, uses data as it plans and allocates funds for the succeeding year to reflect student performance results. Classroom teachers keep parents informed of progress through having tests signed, nightly homework and communication folders, Friday packets reflecting weekly progress, student assignment books with teacher comments, and conferences. Formal communications involve progress reports and

report cards. Teachers communicate with students in many ways using individual student conferences and by explaining progress using rubrics that detail strengths and weaknesses. The principal and assistant principal also conference with each student in grades 2nd through 5th grade students individually and share information from their current assessments and the results from the DSTP.

4. Sharing Lessons Learned:

LNES shares its successes with other Indian River schools through the networking system that currently exists within the district. Principals, assistant principals, and reading specialists meet with their peers on a regular basis. Frequent agenda topics include “best practice” instruction, student performance results, and achievement gap data. In essence, student performance and strategies for its enhancement are featured since the primary Indian River School District (IRSD) goal is “All students will meet or exceed the state standards.” Additionally, staff members are willing to conduct professional development sessions in nearby schools, throughout the state, and at national conferences. This is already a current practice as teachers present on such topics as Social Studies instructional strategies, implementing National Council of Teachers of Mathematics (NCTM) standards based math program, early intervention programs such as preschool and all day kindergarten, Dimensions of Learning, and Learning-Focused strategies for closing the achievement gap. We will continue our practice of providing in-service training to local day care centers to share the strategies that we have found to be successful with our students.

LNES’s success has created a “buzz” regionally. Because of this, many schools and districts have sought out the causes for the school’s success. This has lead to numerous visits from teachers, principals, superintendents, and most recently the lieutenant governor of Delaware. LNES has been eager to share their approach for helping their students to all of these individuals. In addition, LNES has applied for and been awarded a, “State of Delaware Super Stars in Education Award.” This award required LNES to demonstrate its academic prowess by specifically identifying successful programs within the school. These specific programs are then shared with schools throughout the state with hope that the successful programs will be duplicated.

1. Curriculum:

Long Neck Elementary's curriculum has been designed to reflect Delaware's rigorous content area standards. At its core is a balanced literacy program published by McGraw Hill. Students experience worldwide adventures via the authentic literary selections while strengthening their comprehension skills, practicing decoding and textual analysis strategies, expanding vocabulary, and increasing fluency. As a supplement for those who warrant additional phonics instruction, LNES has selected to use Open Court to more effectively meet students' needs. Since reading and writing are naturally integrated, students hone their text-based writing skills in relation to the narrative, informational, or technical texts included in their anthologies. Additionally, the pupils respond to "stand alone" writing prompts related to numerous topics and concepts. In order to enrich their students' learning experiences, LNES's staff members have improved their instructional skills through participation in the Delaware Writing Project and the Delaware Reading Project. To ensure that all students are meeting the standards in reading, supplemental reading programs are available, such as Soar to Success, Phonics Boost, Earobics, and Horizons.

Furthermore, the National Science Foundation (NSF)-researched Math Trailblazers program (Kendall Hunt) has been implemented in all pre-kindergarten through fifth grade classrooms. Emphasizing conceptual-learning rather than the memorization of algorithms or the mastery of computational skills, the Math Trailblazers curriculum has dramatically changed math instruction at LNES. To better meet students' math needs, as well as to transition to more interactive, experiential methods of teaching, the staff has participated in Math Club professional development sessions, where grade level peers prepare for upcoming units, discuss strategies for student success, and explore effective assessment of what students know and are able to do mathematically. Math lead teachers also provide demonstration lessons for their peers. Assessments are closely aligned with the state content standards, and the math curriculum requires students to reflect and analyze data and explain their answers, much like the state assessment.

Indian River partners with other districts in the state's Science Coalition. All of the district teachers have been trained to use Smithsonian Project science kits, which enable students to experience hands-on science so that they can meet the state's science standards. Included in their science curriculum is the opportunity to explore nature in the district's Outdoor Education Center at Ingram Pond. Again, since Delaware's science standards stress conceptual knowledge rather than isolated fact memorization, LNES's students learn science by doing, discussing, drawing conclusions, and writing about their observations, experiences, and analyses.

Social studies is the fourth standards-based core content area to which a portion of the educational time is devoted. District staff uses Houghton Mifflin's *We the People* curriculum, which they supplement with various materials and activities. Since Delaware's high stakes accountability focuses on students' reading achievement, teachers use the opportunity to integrate geography, civics, history, and economics standards through their reading materials. The district has invested in social studies-linked "tradebooks" for students' instructional and recreational reading. A LNES team is currently working with district peers and University of Delaware personnel to design thematic units and standards-based performance assessments as a part of the Delaware Social Studies Project. Common features of all curricular activities and materials is the emphasis on conceptual understanding, problem solving, justification of answers, evaluative thinking, multiple perspectives, and generalization to new situations.

In addition to the regular classroom instruction in the standards-linked core content areas, LNES's students weekly engage in physical education, art, vocal and instrumental music, computer-assisted instruction, library, and guidance. Students who need additional learning opportunities are served by a Title I reading assistants, one reading specialist, one reading teacher, a computer teacher for individualized CCC math and reading instruction, and a special education department.

2. Reading/English:

Long Neck Elementary School's Reading Curriculum

Using Delaware English Language Arts (ELA) content standards, a district committee examined reading research and commercial material. McGraw Hill's Treasures reading program was adopted as the foundation of LNES's reading program. Treasures uses a systematic and spiraling approach that integrates the ELA standards of reading, writing, viewing, speaking, and listening. LNES students experience a balanced reading approach incorporating whole class and small flexible group instruction. Ongoing assessment through the use of fluency checks, sight word recognition surveys, and comprehension measures allow staff to adjust and differentiate instruction and materials to meet each child's needs. The purchase of guided readers for below, on, and above readers enables the students to become strategic readers while being engaged with material on their own instructional levels. The primary grades utilize the Open Court Phonics program to enhance the phonemic awareness and phonics components of reading. Supplemental programs such as Horizons, Early Success and Soar to Success are provided for students needing additional support. Treasures theme tests were revised to align more directly with the Delaware Standards. Rubrics have been rewritten to reflect Delaware's expectations. In an effort to facilitate experiences with literary, informative, and technical genre, LNES staff provides many different types of material across content areas including informative trade books, newspapers, and research documents, which correlate to the ELA standards. Grants have provided classroom libraries to allow for a rich, varied assortment of books. Reading incentive programs encourage personal reading. The primary grades participate in a Read-a-thon sponsored by the local American Legion. The intermediate grades are rewarded with a field trip to a local baseball team game. Older students are invited to read aloud to younger peers. All of this is done to encourage the enjoyment of reading to preschool through grade five students.

3. Mathematics:

LNES utilizes Math Trailblazers (MTB) as its core mathematics curriculum. MTB is a researched based elementary (K-5) mathematics curriculum. MTB is based on current National Council of Teachers of Math (NCTM) Standards. MTB offers a balanced and moderate approach to mathematics education reform.

Lessons are grounded in everyday situations, so abstractions are built on experience. Students are encouraged to solve problems in ways they understand while being challenged to connect those ways to more abstract and powerful methods. Students learn through active involvement in solving real-world problems that are interdisciplinary. The emphasis on problem-solving permeates the entire program and provides the context in which concepts and skills can be learned.

The MTB curriculum integrates mathematics with many disciplines, especially Science and Language Arts.

MTB frequently utilizes scientific investigation of everyday phenomena. During these investigations students learn both mathematics and science. Investigations begin with discussions of experimental situations, variables, and procedures. Data is collected, organized in data tables, graphed and analyzed to see patterns. These patterns show that there is a relationship between the variables. The relationship can then be used to make predictions about future data, conduct experiments and answer exploratory questions.

Reading, writing and talking are an integral part of all MTB lessons. MTB includes journal prompts for teachers to encourage students to write in math journals. In addition, students regularly write about and discuss their mathematical investigations. Mathematics is embedded in a narrative structure which is easier to understand, remember, and discuss. The MTB curriculum includes a reading book that provides original stories written to complement the mathematics lessons in certain lessons.

Collaborative work is frequently utilized throughout the MTB curriculum. This provides a vehicle for students to explain work to peers, clarify their thinking, and see another's perspective to find an approach to an unsolved problem. Students learn both by receiving and by giving explanations. The communication that goes with group work provides practice in verbal and symbolic communication skills. Additionally, social skills, especially cooperation and tolerance, increase and the classroom community becomes more oriented towards learning and academic achievement.

4. Additional Curriculum Area:

LNES utilizes Delaware Science Coalition Kits. These kits have become integral to Delaware's science curriculum. The Delaware Science Coalition Kits provide students with detailed, inquiry-based, and hands-on science instruction while also allowing teachers to work collaboratively through each activity and share ideas before they present lessons to their students. The concepts presented in the kits correlate with Delaware's eight Science Standards, or themes, which include many areas of the life, earth, and physical sciences. The curriculum materials are designed to develop children's understanding of key science concepts, improve students' abilities to think creatively and critically, encourage problem solving through experiences in the natural environment, and to integrate science with the rest of the curriculum, particularly with language arts and mathematics. The science kits reflect current knowledge of children's learning, instructional strategies, and statewide science curricula. This allows for direct experiences with the real world, activities that support different approaches to learning, critical and creative thinking, and a focus content that is directly relevant to the child's environment, experiences and interests.

Before LNES teachers are able to use these kits, every teacher must be sufficiently trained in each kit. Teachers are usually required to complete anywhere between nine and eighteen hours of training, depending on the kit. Upon the successful completion of each kit's investigations and lessons, students in grades K-12 take summative assessments created by the Delaware Science Coalition to test an array of knowledge: declarative (knowing what), procedural (knowing how), schematic (knowing why), and strategic (knowing when, where, how to use the knowledge in new situations).

Since the implementation of the Delaware Science Coalition Kits, over 99% of LNES students have met or exceeded the state standard in science.

5. Instructional Methods:

During the 2007-2008 school year the state of Delaware's Response To Intervention (RTI) initiative was mandated for all elementary schools. The Long Neck Elementary School staff identified this initiative as an opportunity to not only individualize instruction for struggling students but also address the needs of all of their students. The staff worked to create a master schedule that would address each and every student's needs. This schedule provided small group instruction in reading and math for every student in the school. As a result, the struggling students received remedial instruction and previewing and the on-grade level students were granted the opportunity to extend and refine their knowledge. The students thrived in this culture that fostered each student's individual needs.

During the summer of 2007, the Long Neck Elementary Staff created a schedule (see attached RTI and grade level schedules) that implemented several important components for student learning and instruction. First, the schedule provided every student in each grade a daily intervention group to receive extra support in reading and math. Secondly, the schedule provided every grade level with a common planning time. The final component of this schedule provided each grade level with a weekly time to meet as a Professional Learning Community (PLC).

The process of grouping and instructing the students began with assessments of the students' reading and math knowledge. The staff at Long Neck Elementary used several measures to determine each student's needs. These measures included Star Testing, DIBELS testing, teacher made assessments, district

assessments, MAZE screeners, and classroom grades. The staff analyzed this assessment data to determine students' individual instructional needs and to create small academic intervention groups.

Once the initial assessments were completed, each student was placed in a math and reading group based upon these results. The students met for 40 – 50 minutes each day in these small groups. The small groups focused on weaknesses identified from the assessments and/or extensions of mastered skills identified by these assessments.

The second and third components of this new schedule provide common planning and PLC time for all of our teachers. This time was utilized to plan activities for small group instruction, complete on-going assessments of the students' learning, evaluate students' progress, and to regroup and reorganize the small groups.

6. Professional Development:

As educators, we all recognize that teachers are the single most powerful influence on student learning and that high quality teachers inspire, motivate, and empower their students to achieve their full potential. LNES's professional development plan is based on the belief that effective educators are life-long learners, therefore professional development must be an on-going process of refining skills, inquiring into practice, and developing new methods. Thus, Long Neck Elementary School offers a comprehensive professional development program to staff through both in-district and out of district professional learning opportunities, workshop offerings, and conferences.

Long Neck Elementary's professional development plan is a systematic approach designed to promote student learning by identifying specific needs and addressing these needs through a methodical strategy. Each year the LNES staff conducts an analysis of national standardized, district, and local school tests, from which areas of weakness were determined. As a result, goals are developed for the school, for grade levels, and for individual teachers. Professional development activities are devised and scheduled to assist the staff in the areas deemed in need.

Recently, LNES staff's analysis of school wide data identified that our African American and Special Education students were falling behind their peers. Because of this, a plan was set in place to address these areas of need. First, all of the staff was educated on the differing learning styles of these subgroups. The staff studied current research in best practice in educating these types of learners. Next, the staff focused on specific topics of need for these students. Vocabulary instruction and reading instruction were identified as major areas of concern. Because of this, LNES focused two years of professional development on these areas. The school partnered with the Reading Assist Institute (RAI). This partnership has provided ongoing workshops for the LNES staff. Another benefit of this partnership has been parent education. Working together, LNES and RAI have provided workshops that have taught parents techniques for assisting their children. The combination of staff and parent education has led to book studies, collaborative sharing, and ultimately increased student achievement.

The LNES staff knows, believes, and supports professional development that is an intentional process, that it is ongoing, and that it is systematic. This focus allows our faculty to improve student learning by increasing teacher effectiveness, and embedding instructional practices into the daily activities in the classroom. This will ultimately result in a greater percentage of students meeting and exceeding state standards.

7. School Leadership:

The principal is completing her eighth year in that position. She was also the assistant principal for one year. Long Neck Elementary has approximately 624 students in grades Preschool through five. Our school has a principal and assistant principal. Together we have established a culture at Long Neck where

teachers individualize and differentiate their instruction. As a staff we believe that no child should be left behind. Long Neck administration designed and implemented a schedule that provided the best available instruction for all students. All students, including both low and high achieving students, received additional small group instruction. First, the schedule provides every student in each grade a daily intervention group to receive extra support in reading and math. Secondly, the schedule also allows every grade level with a common planning time. The final component of this schedule provides each grade level with a weekly time to meet as a Professional Learning Community (PLC).

The principal is committed to sharing responsibility and distributing leadership in the school. Professional development opportunities are provided monthly during the regular faculty meetings to allow all staff to increase their skills and knowledge. Everyone shares in the responsibility of professional development, from the principal, assistant principal, reading specialist, special education coordinator, faculty and central office staff. This philosophy has led to the belief that we are all answerable for the children at Long Neck Elementary School, not necessarily a grade level or teacher. It is a shared responsibility and coordinated strategy to respond when students do not learn or require advanced learning.

The principal and assistant principal attend the weekly grade level PLC meetings consistently and partake in the rich conversation of student progress. Our goal is to assist each of us to maintain our focus. We support and encourage the entire staff to model behaviors that foster a professional learning environment. We feel that it is important for our school to become a place where teachers are engaged and provide best instructional strategies. The principal believes that we cannot lose sight of our goal and purpose.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: DSTP

Edition/Publication Year:
2003

Publisher: Harcourt Educational Measurement Systems

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	100	100	98	100	98
Exceeds	94	91	69	93	82
Number of students tested	107	79	90	81	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds	100	100	98	100	98
Exceeds	94	92	69	93	82
Number of students tested	107	78	90	81	84
2. African American Students					
Meets plus Exceeds	100	100	95	100	100
Exceeds	100	88	62	94	75
Number of students tested	19	17	21	18	20
3. Hispanic or Latino Students					
Meets plus Exceeds	100				
Exceeds	90				
Number of students tested	10				
4. Special Education Students					
Meets plus Exceeds	100	100			100
Exceeds	86	92			100
Number of students tested	14	13			13
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Students who received read aloud accommodations are considered to be Alternatively Assessed on the reading portion of the Delaware Student Testing Program. These students' scores are recorded as such on this table. This accounts for the discrepancy in N scores for reading and math. Because Long Neck Elementary School's high percentage of students receiving free and reduced lunch the school is considered a Title-I School. The state of Delaware reports free and reduced lunch numbers as Title-I numbers. Because of this, all of Long Neck Elementary School's students report out as Title-I or Free and Reduced. There are no other subgroups large enough to collect data.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: Delaware Student Testing Program

Edition/Publication Year: 2003 Publisher: Harcourt Education Measurements Systems

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	97	99	95	96	93
Exceeds	67	64	55	49	63
Number of students tested	96	66	82	71	75
Percent of total students tested	90	84	91	88	88
Number of students alternatively assessed	11	13	8	10	10
Percent of students alternatively assessed	10	16	9	12	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds	97	99	95	96	93
Exceeds	67	64	55	49	64
Number of students tested	96	66	82	71	74
2. African American Students					
Meets plus Exceeds	94	100	94	93	95
Exceeds	50	57	39	40	47
Number of students tested	16	14	18	15	19
3. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Students who received read aloud accommodations are considered to be Alternatively Assessed on the reading portion of the Delaware Student Testing Program. These students' scores are recorded as such on this table. This accounts for the discrepancy in N scores for reading and math. Because Long Neck Elementary School's high percentage of students receiving free and reduced lunch the school is considered a Title-I School. The state of Delaware reports free and reduced lunch numbers as Title-I numbers. Because of this, all of Long Neck Elementary School's students report out as Title-I or Free and Reduced. There are no other subgroups large enough to collect data.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: DSTP

Edition/Publication Year: 2003

Publisher: Harcourt Education Measurement Systems

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	97	86	90	92	89
Exceeds	44	39	40	47	39
Number of students tested	91	87	87	91	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds	97	86	90	92	89
Exceeds	44	39	40	47	39
Number of students tested	91	87	87	91	95
2. African American Students					
Meets plus Exceeds	95	67	82	95	88
Exceeds	35	7	9	35	35
Number of students tested	20	15	22	20	17
3. Hispanic or Latino Students					
Meets plus Exceeds					91
Exceeds					46
Number of students tested					11
4. Special Education Students					
Meets plus Exceeds	93	69	80	64	88
Exceeds	38	23	10	27	19
Number of students tested	16	13	10	11	16
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Students who received read aloud accommodations are considered to be Alternatively Assessed on the reading portion of the Delaware Student Testing Program. These students' scores are recorded as such on this table. This accounts for the discrepancy in N scores for reading and math. Because Long Neck Elementary School's high percentage of students receiving free and reduced lunch the school is considered a Title-I School. The state of Delaware reports free and reduced lunch numbers as Title-I numbers. Because of this, all of Long Neck Elementary School's students report out as Title-I or Free and Reduced. There are no other subgroups large enough to collect data.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: DSTP

Edition/Publication Year: 2003

Publisher: Harcourt Education Measurement Systems

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	94	92	85	96	98
Exceeds	32	41	50	50	44
Number of students tested	78	75	78	78	84
Percent of total students tested	86	86	90	86	88
Number of students alternatively assessed	13	12	9	13	12
Percent of students alternatively assessed	14	14	10	14	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds	94	92	85	96	98
Exceeds	32	41	50	50	44
Number of students tested	78	75	78	78	84
2. African American Students					
Meets plus Exceeds	87	67	75	100	100
Exceeds	20	8	35	44	36
Number of students tested	15	12	20	16	14
3. Hispanic or Latino Students					
Meets plus Exceeds					100
Exceeds					45
Number of students tested					11
4. Special Education Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Students who received read aloud accommodations are considered to be Alternatively Assessed on the reading portion of the Delaware Student Testing Program. These students' scores are recorded as such on this table. This accounts for the discrepancy in N scores for reading and math. Because Long Neck Elementary School's high percentage of students receiving free and reduced lunch the school is considered a Title-I School. The state of Delaware reports free and reduced lunch numbers as Title-I numbers. Because of this, all of Long Neck Elementary School's students report out as Title-I or Free and Reduced. There are no other subgroups large enough to collect data.					

11DE1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: DSTP

Edition/Publication Year: 2003

Publisher: Harcourt Education Measurement Systems

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	94	95	96	90	93
Exceeds	52	53	49	51	44
Number of students tested	94	97	92	87	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds	94	95	96	90	93
Exceeds	52	53	49	51	44
Number of students tested	94	96	92	87	106
2. African American Students					
Meets plus Exceeds	88	87	95	87	88
Exceeds	29	19	40	47	37
Number of students tested	17	21	20	15	16
3. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets plus Exceeds	87		88	71	86
Exceeds	40		35	21	14
Number of students tested	15	9	17	14	14
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Students who received read aloud accommodations are considered to be Alternatively Assessed on the reading portion of the Delaware Student Testing Program. These students' scores are recorded as such on this table. This accounts for the discrepancy in N scores for reading and math. Because Long Neck Elementary School's high percentage of students receiving free and reduced lunch the school is considered a Title-I School. The state of Delaware reports free and reduced lunch numbers as Title-I numbers. Because of this, all of Long Neck Elementary School's students report out as Title-I or Free and Reduced. There are no other subgroups large enough to collect data.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: DSTP

Edition/Publication Year: 2003

Publisher: Harcourt Education Measurement Systems

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	89	84	96	97	88
Exceeds	41	26	48	55	37
Number of students tested	80	88	75	73	94
Percent of total students tested	85	91	82	85	89
Number of students alternatively assessed	14	9	17	11	12
Percent of students alternatively assessed	15	9	18	16	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds	89	85	96	97	88
Exceeds	41	26	48	55	37
Number of students tested	80	87	75	73	94
2. African American Students					
Meets plus Exceeds	71	90	94	100	85
Exceeds	21	15	38	41	46
Number of students tested	14	20	16	12	13
3. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Students who received read aloud accommodations are considered to be Alternatively Assessed on the reading portion of the Delaware Student Testing Program. These students' scores are recorded as such on this table. This accounts for the discrepancy in N scores for reading and math. Because Long Neck Elementary School's high percentage of students receiving free and reduced lunch the school is considered a Title-I School. The state of Delaware reports free and reduced lunch numbers as Title-I numbers. Because of this, all of Long Neck Elementary School's students report out as Title-I or Free and Reduced. There are no other subgroups large enough to collect data.					

11DE1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: DSTP

Edition/Publication Year: 2003

Publisher: Harcourt Education Measurement Systems

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	95	100	99	95	91
Exceeds	46	68	51	49	39
Number of students tested	77	71	75	77	76
Percent of total students tested	91	79	85	82	86
Number of students alternatively assessed	8	19	12	17	12
Percent of students alternatively assessed	9	21	15	18	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds	95	100	99	95	91
Exceeds	46	68	49	49	39
Number of students tested	77	71	73	77	76
2. African American Students					
Meets plus Exceeds	86	100	100	100	72
Exceeds	21	57	25	54	33
Number of students tested	14	14	12	13	18
3. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Students who received read aloud accommodations are considered to be Alternatively Assessed on the reading portion of the Delaware Student Testing Program. These students' scores are recorded as such on this table. This accounts for the discrepancy in N scores for reading and math. Because Long Neck Elementary School's high percentage of students receiving free and reduced lunch the school is considered a Title-I School. The state of Delaware reports free and reduced lunch numbers as Title-I numbers. Because of this, all of Long Neck Elementary School's students report out as Title-I or Free and Reduced. There are no other subgroups large enough to collect data.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: DSTP

Edition/Publication Year: 2003

Publisher: Harcourt Education Measurement Systems

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	95	100	99	95	91
Exceeds	46	68	51	49	39
Number of students tested	77	71	75	77	76
Percent of total students tested	91	79	85	82	86
Number of students alternatively assessed	8	19	12	17	12
Percent of students alternatively assessed	9	21	15	18	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds	95	100	99	95	91
Exceeds	46	68	49	49	39
Number of students tested	77	71	73	77	76
2. African American Students					
Meets plus Exceeds	86	100	100	100	72
Exceeds	21	57	25	54	33
Number of students tested	14	14	12	13	18
3. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Students who received read aloud accommodations are considered to be Alternatively Assessed on the reading portion of the Delaware Student Testing Program. These students' scores are recorded as such on this table. This accounts for the discrepancy in N scores for reading and math. Because Long Neck Elementary School's high percentage of students receiving free and reduced lunch the school is considered a Title-I School. The state of Delaware reports free and reduced lunch numbers as Title-I numbers. Because of this, all of Long Neck Elementary School's students report out as Title-I or Free and Reduced. There are no other subgroups large enough to collect data.					

11DE1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	97	92	94	95	93
Exceeds	62	55	49	57	46
Number of students tested	377	363	357	353	375
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds	97	95	94	95	95
Exceeds	62	57	49	57	46
Number of students tested	377	351	355	353	373
2. African American Students					
Meets plus Exceeds	94	87	91	96	81
Exceeds	46	37	33	54	36
Number of students tested	71	71	78	67	83
3. Hispanic or Latino Students					
Meets plus Exceeds	97	95	94	95	96
Exceeds	69	62	67	43	48
Number of students tested	29	21	18	21	25
4. Special Education Students					
Meets plus Exceeds	91	89	87	77	88
Exceeds	48	41	30	33	33
Number of students tested	58	54	47	48	58
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Students who received read aloud accommodations are considered to be Alternatively Assessed on the reading portion of the Delaware Student Testing Program. These students' scores are recorded as such on this table. This accounts for the discrepancy in N scores for reading and math. Because Long Neck Elementary School's high percentage of students receiving free and reduced lunch the school is considered a Title-I School. The state of Delaware reports free and reduced lunch numbers as Title-I numbers. Because of this, all of Long Neck Elementary School's students report out as Title-I or Free and Reduced. There are no other subgroups large enough to collect data.					

11DE1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	94	93	94	97	92
Exceeds	47	48	50	54	45
Number of students tested	331	300	310	299	329
Percent of total students tested	86	82	85	83	86
Number of students alternatively assessed	46	53	46	51	46
Percent of students alternatively assessed	14	18	15	17	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds	94	93	90	97	95
Exceeds	47	48	51	51	45
Number of students tested	331	299	308	299	328
2. African American Students					
Meets plus Exceeds	85	90	89	98	88
Exceeds	29	53	35	45	41
Number of students tested	59	60	66	56	64
3. Hispanic or Latino Students					
Meets plus Exceeds	92	83	87	94	92
Exceeds	44	44	60	76	58
Number of students tested	25	18	15	17	24
4. Special Education Students					
Meets plus Exceeds	92	100	100	50	92
Exceeds	50	50	0	0	46
Number of students tested	12	2	2	2	13
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Students who received read aloud accommodations are considered to be Alternatively Assessed on the reading portion of the Delaware Student Testing Program. These students' scores are recorded as such on this table. This accounts for the discrepancy in N scores for reading and math. Because Long Neck Elementary School's high percentage of students receiving free and reduced lunch the school is considered a Title-I School. The state of Delaware reports free and reduced lunch numbers as Title-I numbers. Because of this, all of Long Neck Elementary School's students report out as Title-I or Free and Reduced. There are no other subgroups large enough to collect data.					

11DE1